

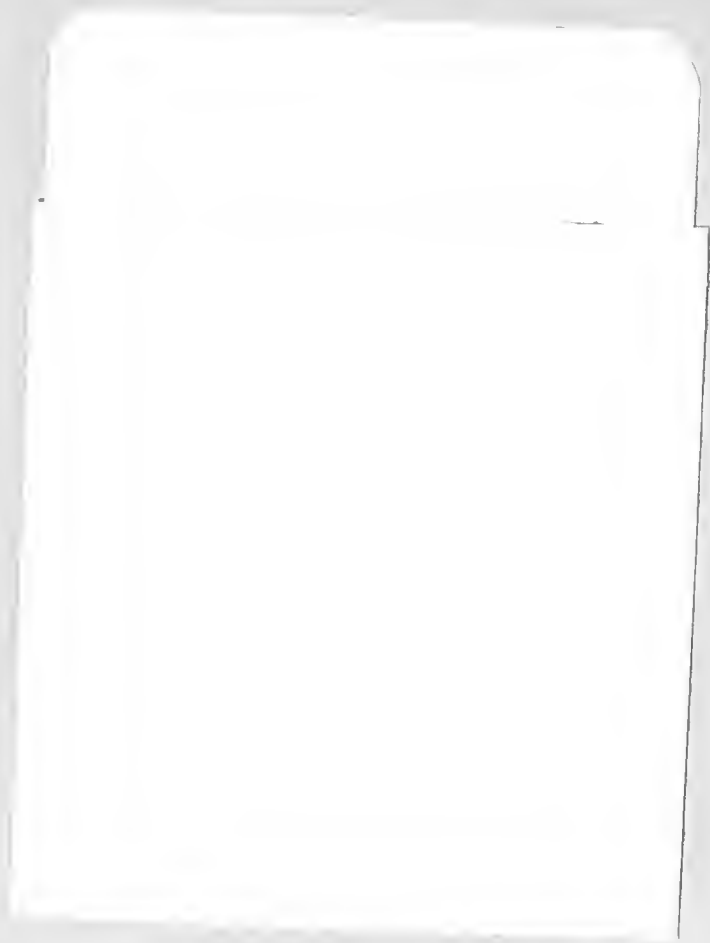
DEPARTMENT OF LEISURE STUDIES

FIELD PRACTICUM MANUAL



LEIST 182 WORKBOOK

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN



DEPARTMENT OF LEISURE STUDIES
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PREFACE

The Department of Leisure Studies at the University of Illinois has as its central and unique focus a concern for the leisure behavior of man. To this end it conducts teaching, research and service enterprises. All are clearly involved with a major effort to improve our understanding of leisure behavior and the quality of leisure service delivery systems by:

1. Communicating existing knowledge of the field to students by teaching and to the operators of leisure service delivery systems by consulting; and by
2. Furthering our understanding of the complex phenomena of leisure behavior itself and leisure service delivery systems via research.

The coordination of field instruction depends greatly upon the student's realization of his/her responsibilities. Agencies considerate enough to open their doors to admit students have a regular job to accomplish. They must maintain their reputation for professional services, and cannot tolerate inefficiency, irresponsibility or other actions by staff or voluntary personnel that can destroy the confidence of the public. By accepting field training, the student becomes a functional part of the standards of both the Agency and the University. What the student gains in personal experience as an intern depends upon how much the student contributes to help the Agency attain its objectives.

J. Robert Rossman, Coordinator
Field Practicum Programs
1977-78

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I. INTRODUCTION

The Department of Leisure Studies at the University of Illinois was formed in 1946 to develop professionals that could provide leisure services to the citizens of the State of Illinois through public, voluntary and commercial agencies. There are presently over 300 such departments throughout the United States training students in the area of leisure arts and sciences.

In addition to a prescribed program of general education and professional course work, students have the opportunity to complete from four to five field training experiences during their university studies. The fieldwork courses as listed in the University of Illinois Undergraduate Study Bulletin include:

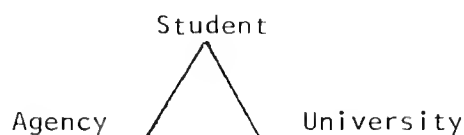
Leisure Studies 182 - Basic Recreation Field Experience I and II
Leisure Studies 282 - Field Practicum I
Leisure Studies 283 - Field Practicum II
Leisure Studies 381 - Management Internship

Each course should provide the student with increased levels of responsibility from leadership through supervision, administration, and management. The overall objective of the field practicum program is to provide a work-study program under optimum conditions to further the professional growth of the student.

The 250 undergraduate students majoring in recreation and park administration have a choice of five option areas, i.e., (1) Program Specialist; (2) Administration; (3) Therapeutic Recreation; (4) Outdoor Recreation; and (5) Research. Through consultation with their academic advisor and the Coordinator of Field Practicum Programs, students are placed in approved field training stations that will further their professional development in one of the options. These field experiences can take place during the fall (8/27-12/20) or spring (1/21-5/18) semesters or during the summer session (6/10-8/2).

Field experiences are not limited to the field practicum program. Every professional course includes a variety of field projects that relates leisure theory to practical field application. The purpose of this manual is to provide guidelines and the specific course requirements for LEIST 182 for students and park and recreation personnel. These guidelines include the responsibility of the student, the agency and the university.

As the demand for leisure services expand, the need for highly trained professionals will continue to increase. The development of competent personnel can only take place when there is cooperation between institutions of higher education and agencies that provide learning environments for students of leisure studies. This cooperation is best illustrated by the cooperative triangle.



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Agencies and the university cooperate for the educational benefit of the student. The student has responsibilities to both the agency and the university.

II. PURPOSES OF THE FIELD PRACTICUM PROGRAM

The field practicum program offers the student a broad range of agencies where they can complete their field training requirements. A key factor in guaranteeing a successful field placement is matching the interests of the student with the human and physical resources of the agency. Students are encouraged to thoroughly investigate the agency's program to determine how well it will meet their identified weaknesses and career goals.

Each of the field practicum classes have different objectives. These are explained in detail in the course outline section of each manual. Generally students in one hundred level classes are to be hired for a specific job function and trained and evaluated the same as any other employee or volunteer in a similar position. Students in the two hundred level experiences are to be given supervisory responsibilities and students enrolled in the three hundred level experience should receive maximum exposure to the agency's problems and processes while performing limited functional responsibilities.

The specific purposes of the fieldwork program for the student, agency and the university are:

1. To provide students with experience upon which to build their professional careers, to provide students an arena to practice the application of leisure theory and techniques in field settings, and to provide students with an opportunity to discover their professional strengths and weaknesses.
2. To broaden the student's concept of leisure and leisure service agencies and provide experiences that will expand the student's understanding of human behavior.
3. To provide the university with a real world setting for evaluating student performance thereby enabling the appropriate alteration of curriculum.
4. To establish communication between agencies and the University and provide opportunities for university staff to again face practical field problems.
5. To offer practicing professionals an opportunity to cooperate in the preparation of young professionals.

III. GENERAL RESPONSIBILITIES OF THE AGENCY SUPERVISOR

The agency supervisor serves as an agency-based teacher offering tutorial instruction and supervision to the intern and utilizes the agency's operations to further the student's professional competence.

In furthering the student intern's efforts to develop as a professional, the agency supervisor should:

1. Assist the student to meet specific agency-university requirements.
2. Help the intern attain a professional outlook.
3. Carry the direct responsibility for fulfilling the agency's educational function. Confer with the student at least once a week to arrange schedules, discuss work performed and to analyze problems.
4. Serve as a part-time faculty member and thereby carry out the responsibility for:
 - a. evaluating the student's performance and submitting a written evaluation.
 - b. monitoring the student to insure safeguarding the quality of the agency's practice as well as the student's well-being while affiliated with the agency.
5. Be responsible for relationships between the university and the agency in regard to the fieldwork program.
6. Allow the intern reasonable freedom of operation so that an adequate learning experience can be completed. Provide necessary program supplies and equipment for activities conducted by interns.
7. Interpret the fieldwork program to the local board or controlling authority of the agency and obtain official agency approval of the student field training program.
8. Inform the student of all personnel policies and procedures.
9. Have a conference with the intern to determine as nearly as possible the training program the student will pursue.
10. Evaluate the intern with the evaluation report form provided by the university.

IV. UNIVERSITY STAFF PRIVILEGES

1. Agency Supervisors are appointed as members of the University of Illinois Department of Leisure Studies faculty during the period they are supervising student interns. Agency supervisors receive a staff identification card and are entitled to the following faculty benefits:
 - a. Obtain a partial refund of tuition and fees for registration in university classes during the period of appointment, or within one calendar year of the appointment.
 - b. Obtain parking permits at the established faculty rate.

- c. Purchase Athletic Association tickets (one or two) at the regular faculty rate.
- d. Use of the University of Illinois Library.
- e. Purchase a permit to use University recreation facilities at the faculty rate.
- f. Use of all other University facilities which are available for general faculty use including the Illini Union.
- g. Reduction in the cost of books and supplies at campus book stores.

V. GENERAL RESPONSIBILITIES OF THE STUDENT INTERN

The student is responsible for fulfilling the requirements of each fieldwork experience as provided in the course outlines and follow the general guidelines below:

- A. Submit a letter of application with a resume attached to approved agencies selected in consultation with the University Coordinator as possible training locations.
- B. Provide the agency with personal background information and academic achievement prior to your arrival at the agency.
- C. Participate in the Fall Field Placement Program to seek and secure a position as a student intern.
- D. Internships may only be completed at approved field training stations.
- E. Make arrangements for your own housing. Agency supervisors may assist you with this task since they are more familiar with the housing situation in their community.
- F. Follow the policies and duties outlined by the agency, and meet all scheduled commitments and arrangements made in connection with training assignments.
- G. Check with the Agency Supervisor before any money is expended for program materials.
- H. Submit periodic reports as required by the university and the agency.
- I. Attend periodic conferences with the agency and university advisor.
- J. Affiliate with a professional organization that has interest in your area of specialization, i.e., Illinois Park and Recreation Society, Illinois Therapeutic Recreation Society, the American Camping Association, etc.
- K. Submit a final evaluation of the field experience to the Coordinator of Field Practicum Programs with a copy sent to the agency supervisor.
- L. Perform work assignments to the best of your ability.

VI. GENERAL RESPONSIBILITIES OF THE UNIVERSITY ADVISOR

The University Advisor keeps in close contact with the Agency Supervisor regarding the progress of each student, and is available to the Agency Supervisor for consultation on questions related to professional courses and the field work program.

In addition, the responsibilities of the university advisor are:

- A. To represent the university in all official arrangements with cooperating agencies in the conduct of the field work program.
- B. To supervise arrangements for and give final approval of all field placement assignments.
- C. To help students prepare for their internships.
- D. To monitor the student's experience and to be available for consultation with either students or agency personnel in case of difficulty.

VII. Field Practicum Course Descriptions

Students majoring in Leisure Studies at the University of Illinois are required to complete ten to twelve semester hours of fieldwork.

Leisure Studies 182 - Basic Recreation Field Experience I and II may be taken for one or two hours credit. One or both of these requirements may be waived if the student has previously held a leadership position.

Leisure Studies 280 - Professional Seminar is a prerequisite for Leisure Studies 282-3. The purpose of the seminar is to prepare the students for their Professional Practicum.

Leisure Studies 282 and 283 - Field Practicum I & II may be taken in one agency during the fall or spring semesters for eight or twelve hours credit. Students who choose to complete the practicum during the summer must complete two successful programs in the same or different agency over two summers.

Leisure Studies 381 - Management Internship is offered to, but not required of, seniors who have successfully completed their practicum requirements, and to graduate students who have completed their undergraduate program in an area not related to the field of parks and recreation, and who lack basic practical experience.

MINIMAL HOURS REQUIRED FOR ACADEMIC CREDIT

Course Number	Purpose	University Credit	Work Hrs Per Semester	Week* Summer	Usual Class Standing
182 I & II	Face to face	1 hour	4-6	8-12	Sophomore
182 I & II	delivery level of service	2 hours	8-12	16-24	Sophomore
282	Supervisory	4 hours	16-24	32-48	Junior
282**	Experience	8 hours			Junior/Senior
283	Supervisory or Administrative	4 hours	16-24	32-48	Junior/Senior
381	Management	$\frac{1}{2}$ U or 2 hrs	8-12	16-24	Senior or
381	Internship	1 U or 4 hrs	16-24	32-48	Graduate

* The figures in this column are based on an eight week experience.

**Leisure Studies 282 may be taken for 8 hours credit only in conjunction with 283 for 4 hours credit. This allows a student to combine the two experiences into one semester, off campus, and receive 12 credit hours. To do this would require a 40 hour per week position for a minimum of 20 weeks duration.

VIII. LEISURE STUDIES 182

BASIC RECREATION FIELD EXPERIENCE I AND II - COURSE DETAILS

- A. Introduction - Prerequisite: Recreation 100, 110, 200 and a 3.25 grade point average.

Leisure Studies 182 I and II are the initial field experience classes for students in Leisure Studies. Students enroll in this class to gain delivery level experience and training with leisure service agencies. Students accepted into agencies for LEIST 182 should be selected, trained, supervised and evaluated the same as any other employee or volunteer in a similar position. Because they are a student, they will also be expected to prepare course work as outlined in the following section and agencies will be asked to give the university an evaluation of the student's performance on forms provided by the university.

- B. Course Requirements

- That a student work in two different agencies over two semesters or two summers or any combination thereof.
- That student interns complete the required number of hours to meet university requirements. (see the chart above)
- Placement in an approved agency must be secured the semester prior to the experience. An initial conference shall be held prior to advance enrollment with the University Coordinator to determine interests, needs, and abilities in relation to available field stations.

- d. Agency selection for a possible field assignment will be made by the University Coordinator in consultation with the student. The student then makes an appointment with the agency supervisor to discuss the leadership field experience. This must be completed by April 1 for the fall semester and summer session and by December 1 for the spring semester.
- e. Agency acceptance of the student must be completed by April 15 for the fall semester and summer session and by December 15 for the spring semester. (see Appendix A).
- f. Field assignments may be terminated only after a conference with the University Coordinator.

C. Course Objectives

- a. To observe leisure service personnel in the face-to-face delivery of leisure services.
- b. To apply leadership theories in practical field situations.
- c. To plan and deliver face-to-face leisure services under the direct supervision of an agency supervisor.
- d. To develop a basic understanding of human behavior in leisure settings.

D. Agency Supervisor's Responsibilities

Agencies should treat the student the same as any other employee or volunteer secured for a similar position. Students should receive training, supervision, and on-going evaluation as provided for all employees. The following items are additional responsibilities the agency supervisor assumes toward LEIST 182 students.

- a. Indicate acceptance of the student as a trainee by submitting the "Agency Acceptance of Student Intern" Field Practicum Form II, Appendix A in this manual.
- b. Orient the student to the agency's policies and operation. Train the student for his position within the organization.
- c. Review student-developed goals and objectives with the purpose of verifying their feasibility of achievement within the agency. Goals and objectives that cannot be achieved within the agency should be returned to the student for revision. It is not the role of the agency supervisor to draft the student's goals and objectives - this is the student's responsibility.
- d. Complete and submit to the university a mid-term and final evaluation on the form provided in this manual (Appendices F & G) and share the results with the student. See Appendix B for the appropriate date.

E. University Advisors

Each student enrolled in LEIST 182 is assigned a university advisor. They are responsible for evaluating the student's written work, consulting with the student and the agency to insure a successful experience, and assigning the student a final grade. University advisors do not make on-site visits to agencies except in extenuating circumstances but in no case can they travel out of state. Their responsibilities can be summarized as follows:

- a. Evaluate the student's written reports
- b. Serve as a liason between the agency and the student intern
- c. During the school year conduct seminars with students concerning field experiences

F. Student Course Reports and Requirements

Students enrolled in LEIST 182 are responsible for fulfilling the responsibilities assigned by the agency; establishing a schedule for completion of field work course reports; and completing and submitting three required reports on time.

a. Student Initial Report and Schedule

This form will indicate to the university advisor that the student has begun their field placement, indicate any changes that may have occurred since the "Agency Acceptance of Student Intern" form was received and establish the practicum schedule. We realize that because of varying agency schedules some placements will not be able to meet the established deadline. In that case indicate on Appendix B your proposed deadlines and a brief rationale for the needed deviation.

Students who request a deviation from the established schedule should consult with their agency supervisor to arrive at mutually acceptable and realistic deadlines.

b. Student Goals and Objectives

Each student is responsible for developing up to five learning goals with at least three objectives for each goal. These goals and objectives should be shared with your agency supervisor. They will check your work to see if they reflect a realistic set of learning outcomes that are possible to achieve at the agency.

Goals and objectives should be submitted on the form provided in this manual (Appendix C). Add additional sheets if necessary. Students who need help in developing goals and objectives should see Appendix H.

c. Midsemester Report

Utilize Appendix D as the front page of your Midsemester Report. In three to five (or more if necessary) pages of typewritten copy, submit a concise narrative of your job including the following points:

1. What is your job
2. What leadership experiences are you involved in
3. What program are you involved in
4. What types of problems have you encountered and how were they handled
5. Discuss the types of leadership techniques you have attempted to use and analyze their success or failure
6. Discuss the types of leisure behavior you have observed
7. Discuss any progress toward your learning goals

d. Final Student Evaluation Report

Utilize Appendix E as the front page of your final student evaluation report. The final report should communicate to the university and the agency in four areas:

1. Goals. How far did you progress in reaching your goals? Try to analyze the reasons for your successes and failures. Were the goals unrealistic in the first place. Did the agency adequately help you in reaching the goals? Did you adequately help yourself in achieving the goals? As a result of this experience, how do you now view the goals?

2. Accomplishments. Discuss your most significant accomplishment and your most glaring failure during the experience and the lessons and insights you've gained from them. Were the agency's goals for the program you were involved in met?
3. The Agency. Discuss the agency as a field training station. Did they provide you with enough guidance and direction? Were adequate resources given to you to accomplish the job? How could your training program been improved? Do you recommend this field training station to other students? What type of training do you feel this agency is best prepared to give?
4. Other. This section is the students' to discuss any other pertinent detail of the field training program, constructive criticism and suggestions are welcome.

G. Grading Plan

Students enrolled in LEIST 182 are assigned Satisfactory or Unsatisfactory grades. To receive a final mark of Satisfactory all of the student's course reports and their performance in the agency must be evaluated as Satisfactory. Any course reports evaluated as Unsatisfactory will be returned to the student with the deficiencies noted. Students are expected to revise the work until it is Satisfactory. University advisors are available to consult with students and help them improve the quality of their work.

APPENDIX A

DEPARTMENT OF LEISURE STUDIES
University of Illinois

Agency Acceptance of Student Intern

Basic Recreation Field Experience I & II - Recreation 182 _____ (1-2 hours)
Professional Field Practicum I & II - Recreation 282-3 _____ (4-8 hours)
Management Internship - Recreation 381 _____ (½ or 1 unit)
_____ (2-4 hours)

Student _____ Phone () _____

Campus Address _____ City _____ Zip _____

Field Address _____ City _____ Zip _____

Agency Supervisor _____ Title _____

Supervisor Social Security Number _____ Phone () _____

Field Agency _____

Agency Address _____ City _____ Zip _____

Starting Date _____ Terminating Date _____ Salary _____

Job Description

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

This agency hereby accepts the above names student as a student intern and/or employee for the time, and under contract listed above:

Agency Representative

Date

Return to: J. Robert Rossman, Coordinator
Field Practicum Programs
Department of Leisure Studies
University of Illinois - 104 Huff Gym
Champaign, Illinois 61820

Intern daily work schedule

APPENDIX B

Initial Report and Schedule

Instructions: To be completed by the student and returned to the University Coordinator as soon as possible upon reporting to the agency.

DATE _____

Student's Name _____

Living Address _____

Telephone Number () _____

Agency _____

Agency Address _____

Phone () _____

Agency Supervisor's Name _____

LEIST 182 Schedule Summer 1977

Alternative Date:

_____	June 6	Instruction Begins
_____	June 13	Goals and Objectives Due
_____	July 5	Student Mid Term Report Due
		Agency Mid Term Evaluation of Student Due
_____	August 3*	Student Final Report Due
		Agency Final Evaluation of Student Due

*NOTE: Students who complete their practicums after this date will receive a deferred (Df) grade for the course on their university grade report. Students should check with their university advisor, the Field Practicum Coordinator, or the Office of Admissions and Records after returning to campus to find out their final grade.

We realize that because of varying agency schedules some placements will not be able to meet these deadlines. In that case, indicate your proposed deadlines in the space provided above and in the area below (attach additional sheets if needed) write a brief rationale for the needed deviation - be sure to discuss these deadlines with your agency supervisor.

RATIONALE:

APPENDIX C

LEIST 182

Goals and Objectives

NAME _____

AGENCY _____

Use the space below to write your goals and objectives. Then detach this sheet and mail to your university advisor by the appropriate deadline. Add additional sheets if necessary.

APPENDIX D

LEIST 182

Student Mid Term Report

NAME _____

AGENCY _____

Use this sheet to begin your mid term report - add additional sheets as needed.

APPENDIX E

LEIST 182

Final Evaluation Report

NAME _____

AGENCY _____

Use this sheet to begin your final evaluation report - add additional sheets as needed.

APPENDIX F

MID TERM EVALUATION REPORT FOR LEISURE STUDIES 182

Student _____

Placement Agency _____ Agency Supervisor _____

Semester Fall _____ Spring _____ Summer _____ 19____

Purpose of the Evaluation Report

1. To take a professional and personal inventory of the student's strengths and weaknesses as exhibited in this placement.
2. To develop a practical improvement program for the second half of the placement.

Instructions

1. Following are identified several professional performance traits. Please identify under each of the student's current level of performance and your suggestions for growth during the second half of placement.
2. Reflect carefully upon the student's work and make an honest judgement of their performance.
3. This evaluation should be shared with the student prior to mailing.

EVALUATION TRAITS:

1. PERSONAL HABITS: Attention to appearance, including suitability of attire and grooming.
 - a. Current level of performance
 - b. Suggestions for growth
2. RESPONSIBILITY: Dependability. Ability to meet schedules, follow through, and attend to instructions.
 - a. Current level of performance
 - b. Suggestions for growth
3. ATTITUDE: Loyalty, interest, and approach to job, associates, public and the agency. Ability to comply with established procedures and policies.
 - a. Current level of performance
 - b. Suggestions for growth

4. JUDGEMENT: Possess common sense. Distinguishes important from unimportant. Tact. Makes responsible decisions.
 - a. Current level of performance
 - b. Suggestions for growth
5. ATTENDANCE AND PUNCTUALITY: Regularity of attendance. Promptness of reporting absence, tardiness, and time off for illness or personal business, clock watching.
 - a. Current level of performance
 - b. Suggestions for growth
6. QUALITY OF WORK: Organization. Thoroughness. Soundness of decisions. Foresight.
 - a. Current level of performance
 - b. Suggestions for growth
7. RAPPORT: Ability to handle groups effectively. Maintains discipline in leadership situation without sacrificing enjoyment of experience.
 - a. Current level of performance
 - b. Suggestions of growth
8. KNOWLEDGE & UNDERSTANDINGS: Possess adequate knowledge and skill commensurate with academic training. Understands recreation's value for the particular participants.
 - a. Current level of performance
 - b. Suggestions for growth

9. PRODUCTIVITY: Use of time and facilities. Volume and nature of work produced.
Planning and follow through.
 - a. Current level of performance
 - b. Suggestions for growth

- *10. PROFESSIONAL AWARENESS: Understands ideology of disability and treatment implications necessary to deal with special populations.
 - a. Current level of performance
 - b. Suggestions for growth

PRACTICUM OBJECTIVES: Indicate if satisfactory progress is being made toward student objectives.

	Satisfactory	Unsatisfactory
1.		
2.		
3.		
4.		
5.		
6.		

*Refers to students in therapeutic settings only

Agency Supervisor's Signature _____ Date _____

Student's Signature _____ Date _____

Return to: Department of Leisure Studies, 104 Huff Gym, Champaign, Illinois 61820.

APPENDIX G

Final Fieldwork Evaluation for Leisure Studies 182

Student _____

Placement Agency _____ Agency Supervisor _____

Semester: Fall _____ Spring _____ Summer _____ 19____

Purpose of the Evaluation Report

1. To take a professional and personal inventory of the student's strengths and weaknesses as exhibited in this placement.
2. To assess the student's performance improvement observed during placement.

Instructions

1. Indicate below the student's satisfactory or unsatisfactory progress in achieving their objectives.
2. Complete this form by indicating the student's satisfactory or unsatisfactory performance in the traits listed.
3. Any observed deficiencies should be explained.
4. Discuss the evaluation with the student.
5. Return this form to the Department of Leisure Studies, 104 Huff Gym, Champaign, Illinois 61820.

PRACTICUM OBJECTIVES

	Satisfactory	Unsatisfactory
1.		
2.		
3.		
4.		
5.		
6.		

TRAITS:

Satisfactory

Unsatisfactory

1. Personal Habits		
2. Responsibility		
3. Attitude		
4. Judgement		
5. Attendance & Punctuality		
6. Quality of Work		
7. Rapport		
8. Knowledge & Understandings		
9. Productivity		
*10. Professional Awareness		

General Comments

a. Agency Supervisor's Comments

b. Student's Comments

Overall Agency Evaluation of Student Performance

Satisfactory _____ Unsatisfactory _____

Agency Supervisor's Signature _____ Date _____

Student's Signature _____ Date _____

*Apply to students in therapeutic settings only

APPENDIX H

Writing Goals and Objectives

Goals

A goal is a general statement of the performance expectations from your duties at the agency. The first step in defining a performance goal is to state the general behavior you expect to exhibit in the performance of your duties. These behaviors should be those exhibited by you (the student) not your supervisor or program participants. They should be stated in terms of products (outcome) desired, not as processes to be undertaken. There can be any number of goals stated for a given fieldwork, but a number of more than 8 to 12 is likely to destroy the focal examination of the learning experience afforded by goal development. Practically, determining between 3-5 goals is sufficient for field placement.

Objectives

An objective is a very specific statement that defines a specific observable behavior one expects to exhibit in the performance of their duties. Objectives should be specific, should clearly define the desired behavior, and be measurable. Successfully meeting several objectives indicates goal accomplishment. Therefore, selected objectives should be viewed as a partial sample of the objectives that could have been selected as indicators of goal accomplishment. Students should identify between 3-5 objectives for each goal.

Reference: Stating Behavioral Objectives for Classroom Instruction by Norman E. Groulund. The MacMillan Company, 1970.

Sources of Goals

The student may wish to examine three areas as possible sources of goals:

1. Demonstration of a noted deficiency. Deficiencies in the students professional preparation noted from class work, previous fieldwork, or personal feelings may be specifically focused on in goal development.
2. Agency performance expectations. What does the agency expect you to do to competently perform your assignment?
3. What skills or performance standards do your co-workers already possess that you need to demonstrate?
4. Etc.

Examples of Student Developed Goals and Objectives

Goal - To demonstrate competent oral communication.

Objectives

1. Present an inservice training session and have it rated well by participants
2. Chair a staff meeting
3. Give an oral presentation to the managing board
4. Speak to a civic club about the agency's program

APPENDIX H (continued)

Goal - To demonstrate skill in program planning

Objectives

1. Plan one evening family special event
2. Prepare daily activity plans for an eight week arts and crafts class
3. Plan and operate a summer long round robin playground tennis tournament
4. Prepare and operate a single elimination softball tournament

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FIELD PRACTICUM MANUAL CHAMPAIGN



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